

## The Issue of Curricular and Extracurricular Activities in Modern Education

*Avliyokulova Nasiba*

BuxDPI Level 2 Master

\*\*\*\*\*

**Abstract:** This article presents a scientific-theoretical analysis of the issue of extracurricular activities in modern education.

**Keywords:** Various activities, activities of children, national-cultural, historical traditions, customs, universal values, implementation, etc.

One of the urgent and interesting problems facing modern pedagogy is still the problem of being able to properly organize extracurricular educational work of students and to use it effectively to increase the effectiveness of secondary education. And there are a number of valid arguments for this. A person comes into life as a whole unity, a phenomenon. A person's life activity always has its influence on his level of development and formation as a person. The highest humaninculcating values in children from a young age is the basis for their development as a well-rounded person in the future. Every healthy child is considered to have a wide range of opportunities to develop abilities in various areas of activity.

According to scientists, abilities do not develop on their own, their formation depends on the formation of new concepts that are absorbed into the child's mind through life experience. How much this life experience got in the childThe more n appears, the better for its development. The main goal of organizing extracurricular activities in secondary education is to form aesthetic, ecological, moral, legal, economic and similar types of education for children. In order to inculcate these types of education in the young generation, first of all, in various activities based on the formation of students' feelings, held in school, national-cultural, historicalbased on traditions, customs and universal values. For example, in order to inculcate aesthetic education in the minds of young people, in children's palaces, children's and teenagers' creative centers, circle players, paqc, vocal-instrumentalist, folklore, maqom, trumpet-trumpet players, singing and paqc, Uzbek folk instruments, choir studio, puppet theater, drama troupe, Art lovers clubs are organized.

Activities's members strive to love and honor art in this team, tugarak and clubs, to appreciate beauty through art, to glorify their motherland through this beauty, to preserve its beauty and beauty. - life and work of famous figures of dance art; - listening to a melody, understanding its essence and expressing it through actions; - dance movements of different nationalities and peoples, its performance to reach; - learns the history of the creation of the circle, the creative way of its old representatives, the rules of holding the circle. Also, aesthetic education is inculcated in the hearts of students through group classes in the fields of visual and applied folk art. The "Fine Art", "Sculpture", "Pottery", "National Embroidery", "Painting", "Wood Carving", "Hanch Carving", "Young Repairmen" groups organized in this place in children's art houses and palaces always have the same goal. y and continuously implements. Students are widely attracted to tourism clubs, taking into account their interests. Students who are admitted to the club must first be interested in a certain direction of tourism clubs, have an idea about a tourist expedition, and be healthy. then he should know the following: - have an idea about our country; - the history of our country, ancient monuments, they knowledge of myths and legends about; - development of plans and directions for the study of a certain place and area; - to know observation during the trip, to study materials related to tourism; - it is necessary to constantly get

acquainted with various types of tourism literature and to know them. Love for the Motherland and perfect human education should be reflected in the contents of every event planned during extracurricular education, in the activities of clubs and clubs. Students were educated to love the Motherland The history of our country's culture, their position in certain periods, the place of our great thinkers in the field of world science and culture, and the bright prospects of our country are given with confidence. It is said that loving the country and caring about its future is a symbol of faith. From this point of view, the main goal is to educate a perfect person. When it comes to school pedagogical technologies, it should be said that it is in the process of determining and forming preparation for school. begins to be used. First, pedagogues or psychologists diagnose readiness for school, and then, as necessary, apply technologies for the formation of readiness for school. The variety of technologies for teaching, training and development is in the form of correction (correction), prevention (warning), therapy (treatment), rehabilitation (restoration). It can be manifested. In the process of developing pedagogical technologies, the identification of psychic material is a very important issue, because it is formed in the student's psyche.

Psychic material of pedagogical technologies.

1. Knowledge. The mental material of knowledge is a mental image of things and events. There are 12 different views of the images. These are 12 analyzers that enter information into the human brain. These are: 1) vision; 2) hearing; 3) sense of smell; 4) taste; 5) sensing through the skin; 6) sensing temperature; 7) feeling pain; 8) kinesthetic; 9) balance; 10) vibrating; 11) organic; 12) sexual.

There is knowledge that is formed inside the psyche, that is knowledge of emotions, that is, feeling of one's current state, perceptions of previous states. Emotions are not perceived by other people. Only those who convey information about emotions are perceived. That is, a person cannot always fully express his feelings and inner experiences in the process of receiving knowledge. Nowadays, school education is focused on the formation of visual, auditory and sometimes tactile images. Of people And he is hardly involved in the formation of emotional-emotional sphere. The school's aesthetic cycle cannot fully solve the problem of forming an emotional, emotional sphere. It is necessary to introduce courses aimed at forming creative feelings in the school. There are technologies for such courses and specialists who conduct them, but not enough. Thus, knowledge is the images formed in the student's psyche. Only one question remains open, knowledge means memory Are possible things understood, or are things stored in memory blocks that cannot be recalled at the same time? Formation of knowledge in our schools is considered as a crucial issue. However, at the same time, along with skills, qualifications and personal qualities, it is necessary to determine the importance of knowledge. Scientists argue that education that focuses on memorization of facts inadvertently stifles creative abilities, even when talents are born. causing a loss of g.

To solve this problem, it is necessary to determine the appropriate place of knowledge in the educational system. If we can see the long-term goals behind the knowledge, and if the knowledge helps us to achieve these goals, such education helps to form a better personality. Knowledge is power.

Formation of knowledge should be carried out in different stages.

1. Acquaintance stage. At this stage, the student will be able to distinguish objects, processes and properties. It is the act of understanding, distinguishing and comparing can do.

2. Remembrance stage. In this, the student provides information about the studied object, its features, important aspects, and characteristics. At this stage, knowledge is tested using creative tests. Students are only asked questions, and they find the answer options themselves.

3. Knowledge-skill stage (on the basis of a sample). In this, the student applies knowledge. But the possibility of application is limited. Because the student can only use the mastered example. New- he cannot apply knowledge in a learning situation where independent research is required. At this stage, the concepts of "knowledge" and "skill" intersect.

4. Knowledge-transformation stage, the student acquires knowledge and thinking methods related to a specific field. These will help him to find a way in creative situations and make decisions. Begins to apply skills in new, unexplored areas. When creating programs, it is appropriate to take into account the value of knowledge. Accordingly, part of the knowledge In the 1st stage, a part can be formed in the second stage. II. Skills are mental or psychophysical actions directed to an object or an event and given a new meaning according to the intended purpose. Psychic skills are behaviors directed at a mental object or event, giving it a new meaning for a given purpose. Physical skills are actions directed at an object or event, aimed at giving it a new meaning. Body skills do not exist without unformed mental behavior, but the level of awareness of such mental behavior can be different.

The psychic material (or raw material) of skills is psychic operations. III. Skills are automated skills. The degree of automation may vary. P.Ya.Galperin justified the formation laws of mental behavior that can be used in the construction of the educational process. Subjective influence on consciousness The degree of formation of the display has several characteristics. The first characteristic is determined by the level of direct implementation of behavior. There are five such levels: 1) observation of the behavior of others within the framework of perception: the student observes what operations the teacher is performing regarding the object or process; 2) is the level of material behavior, which is carried out with a material object; 3) the level of behavior in the process of loud speech without objects; 4) about him self a level of behavior in the process of telling; 5) the level of behavior in the internal speech process. The second feature is completeness of operations. The third characteristic is generalization of behavior according to material, type and laws. The fourth is the mastery of behavior, which is formed by the combination of the above-mentioned characteristics. The following groups of skills can be distinguished: 1) subject skills; 2) general learning skills; 3) intellectual skills; 4) communicative; 5) skills to adapt to various changing life events. A group of skills can be related to each other or sometimes completely overlapping. For example: skills related to the subject of the Uzbek language in the primary grade are compatible with communicative and general learning skills. A skill first appears as a conscious behavior, and then acts as an automated form of behavior. As a result of individual exercises, a certain operation becomes automatic When a does, the behavior becomes a skill. The process of formation of qualifications is long and complicated. The effectiveness of skill formation can be determined depending on how the process of mental activity is organized.

#### References:

1. Akhmadovich, H. H. (2021). Khoja nasriddin afandi as people's hero. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(2), 1562-1565.
2. Хайитов, X. A. (2021). ҒАҒУР ҒУЛОМНИНГ ХАЛҚ ЛАТИҒАЛАРИДАН ФОЙДАЛАНИШ МАҲОРАТИ. *Academic research in educational sciences*, 2(3), 679-687.
3. Ahmadovich, H. H. (2022). О ‘QUVCHILAR О ‘ZLASHTIRISHINI TASHXISLASHNING AKMEOLOGIK TEXNOLOGIYALARNI ISHLAB CHIQUID VA AMALIYOTDA QO ‘LLASH. *PEDAGOGS jurnali*, 1(1), 352-354.
4. Хамза, X. (2023). О ‘ZBEK NASRIDA “AFANDI” OBRAZINING BADIY TALQINLARI. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 27(27).

5. Akhmadovich, K. K., & Togmurodovich, O. B. (2023). NEW STAGES AND PRACTICAL CONDITIONS FOR CREATING NATIONAL TEXTBOOKS AND ALPHABET BOOKS. *Conferencea*, 54-58.
6. Akhmadovich, K. K., & Ubaydullayevna, N. S. (2023). THE PRACTICAL SIGNIFICANCE OF EDUCATIONAL INTEGRATIONS IN THE FORMATION OF INDEPENDENT WORK IN PRIMARY GRADES. *Conferencea*, 66-75.
7. Akhmadovich, K. K., & Badriddinovna, S. G. (2023, January). HISTORICAL GENESIS OF UZBEK CHILDREN'S READING, PRINCIPLES OF DEVELOPMENT AND AESTHETIC EXPRESSION OF NATIONALITY IN THEM. In *E Conference Zone* (pp. 47-51).
8. Akhmadovich, K. K., & Togmurodovich, O. B. (2023). THE ISSUE OF THE CONTENT OF EDUCATION IN THE HISTORY OF THE PEOPLES OF THE EAST. *Conferencea*, 95-101.
9. Akhmadovich, K. K., & Alisherovna, N. O. (2023). THE AESTHETIC VALUE OF LINGUISTIC FLORIONYMS IN WORKS OF ART IN AROUSING LAUGHTER. *Conferencea*, 59-63.
10. Akhmadovich, K. K., & Badriddinovna, S. G. (2023, January). THE CONCEPT OF READING, SPECIAL FEATURES OF CHILDREN'S READING. In *E Conference Zone* (pp. 28-33).
11. Jabborov, N. (2021). The history of the text and some comments on its genesis. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(6), 632-636.
12. Abdulkhakimovich, J. N., & Khazratovna, X. S. (2019). THE MANUSCRIPTS OF THE NOVEL "ZUBDATU-T-TAVORIKH" BY AGAKHI AND ITS VALUE AS A SOURCE OF LITERATURE. *Journal of Critical Reviews*, 7(6), 2020.
13. Жабборов, Н. А. (1994). Исследование рукописных источников творчества Фурката (1859-1909 гг.).
14. Xamza, X. (2023). ХАЛҚ КУЛГИСИ АСОСИДА ЯРАТИЛГАН ЁЗМА АСАРЛАРДА САЖЪНИНГ ҚЎЛЛАНИШИ. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz)*, 28(28).
15. Xamza, X. (2023). О 'zbek adabiyotida hajviya va hangomalarga xos badiiy-kompozitsion xususiyatlar. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz)*, 28(28).
16. Madovich, K. K., & Khairullaevna, S. G. (2023, January). FACTORS OF INTEGRATED ORGANIZATION OF SMALL TEXT LECTURES IN PRIMARY GRADES. In *E Conference Zone* (pp. 44-49).
17. Xaitov, X. A., & qizi Murodova, G. Z. Z. (2023). BADIY ASARLARDA KULGI MADANIYATI MASALASI. *GOLDEN BRAIN*, 1(3), 267-271.
18. Xaitov, X. A., & Izzatullayeva, M. N. (2023). ZAMONAVIY O 'ZBEK ROMANLARI TARAQQIYOTIGA XALQ MAYDON KULGI SAN'ATINING TA'SIRI. *GOLDEN BRAIN*, 1(3), 357-361.
19. Xaitov, X. A., & qizi Ibodullayeva, S. S. (2023). HANGOMA SHE'RLARDA KULGINING O 'ZIGA XOS IFODASI. *GOLDEN BRAIN*, 1(3), 297-301.
20. Xaitov, X. A. (2023, February). O 'ZBEK BOLALAR ADABIYOTIDA MA'RIFIY SHE'RLAR VA ULARNI O 'RGANISHNING AXLOQIY-TA'LIMIY AHAMIYATI. In *E Conference Zone* (pp. 9-12).
21. Axmadovich, X. X. (2023). O'ZBEK NASRIDA PARALINGVISTIKA ORQALI KULGI UYG'OTISH ESTETIKASI. *Conferencea*, 75-81.

- 
22. Hayitov, H. A. (2020). QUSHLARGA IBRAT-HAZRATI XIZR!. *Интернаука*, (12-3), 72-73.
23. O'rayeva, D., & Xaitov, X. A. (2021). Elements folk square laughter in the first uzbek novels. *EPR International Journal of Multidisciplinary Research (SJIF impact Factor)*, 8.
24. Xamza, X. (2023). BADIY ASAR VA FOLKLOR NAMUNALARIDA SAJ'NING QO'LLANISHI VA ESTETIK ANAMIYATI. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 27(27).
25. Xamza, X. (2023). АДАБИЁТДА КУЛГИ МАДАНИЯТИ ВА САНЪАТИГА МУНОСАБАТНИНГ ҚАДИМИЙ ИЛДИЗЛАРИ. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 27(27).

